

KINDERGARTEN PHYSICAL EDUCATION

GRADE LEVEL CONTENT EXPECTATIONS

K_{PE}

v.09.07

MOTOR SKILLS
AND MOVEMENT
PATTERNS

CONTENT
KNOWLEDGE

FITNESS AND
PHYSICAL
ACTIVITY

PERSONAL AND
SOCIAL
BEHAVIORS AND
VALUES

Welcome to Michigan's K-8 Grade Level Content Expectations

Movement is critical to all aspects of a child's growth and development. Physical education provides unique learning opportunities for students in kindergarten through grade 12 to acquire knowledge, skills, fitness, and attitudes to enhance their quality of life through physical activity.

Physical education is an integral component of the education process. Researchers have shown that students who participate in regular physical education will enjoy enhanced memory and learning, better concentration, and increased problem-solving abilities. Regular physical education encourages a positive attitude towards self and others, which is an important factor in creating a healthy learning environment.

Quality physical education programs provide the foundation for healthy, active lifestyles that support all learning and help ensure success in future pursuits. Statistics related to chronic disease, disability and death, health care costs, and quality of life issues clearly illustrate that there are severe problems associated with attending to the intellectual but not the physical being.

A physically educated person who participates in health-enhancing physical activity:

- demonstrates competence in selected motor skills.
- assesses, achieves, and maintains physical fitness.
- applies cognitive concepts in making wise lifestyle choices.
- exhibits appropriate personal/social character traits while participating in physical activity.



MICHIGAN
Department of
Education

Grants Coordination and
School Support

www.michigan.gov/mde

A comprehensive physical education curriculum should be based on the state's K-12 Physical Education Content Standards and Benchmarks.* It should be sequential and developmentally appropriate. Outcomes for each grade level should be identified and assessed.

Based on the Michigan State Board of Education Policy on Quality Physical Education, adopted September 25, 2003, a quality physical education program addresses three critical issues: curriculum, instruction and assessment, in conjunction with an opportunity to learn and should include the following:

Curriculum

- Is aligned with the Michigan K-12 Physical Education Content Standards and Benchmarks.
- Equips students with the knowledge, skills, and attitudes necessary for lifelong physical activity.
- Influences personal and social skill development.

Instruction and Assessment

- Is taught by a certified physical education teacher trained in best practice physical education methods.
- Aligns curriculum, instruction, and assessment.
- Engages students in curriculum choices that prepare them for a wide variety of lifetime activities.
- Keeps all students involved in purposeful activity for a majority of the class period.
- Builds students' confidence and competence in physical abilities.
- Includes students of all abilities and skill levels.

Opportunity to Learn

- Offers instructional periods totaling 150 minutes per week (elementary) and 225 minutes per week (middle and high schools).
- Has a teacher-to-student ratio consistent with those of other subject areas and/or classrooms.
- Provides facilities to implement the curriculum for the number of students served.
- Maintains and has enough functional equipment for each student to actively participate.
- Builds students' confidence and competence in physical abilities.
- Includes students of all abilities and skill levels.

*Physical education classes are not to be and should not be used as an arena for interscholastic practices. This is not only unethical, but also does not give credibility to the purposes and goals of the physical education curriculum.

Overview of the Content Expectations

The K-8 Physical Education Grade Level Content Expectations reflect best practices and current research in the teaching and learning of physical education. They build from the Michigan K-12 Physical Education Content Standards and Benchmarks (2007) and the State Board of Education's Policy on Quality Physical Education (2003). These content expectations represent a vision for a relevant physical education curriculum that addresses critical physical education knowledge, skills, fitness, and attitudes for successfully maintaining a physically-active lifestyle during a child's school years and beyond. They specify what a student should know and be able to do at the end of each grade.

Michigan Physical Education Content Standards (2007)

A physically educated person:

- | | |
|---|--|
| 1. Motor Skills | demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. |
| 2. Cognitive Concepts | demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities. |
| 3. Motor Skills | participates regularly in lifelong physical activity. |
| 4. Physical Fitness | achieves and maintains a health-enhancing level of physical fitness. |
| 5. Personal and Social Character Traits | exhibits responsible personal and social behavior that respects self and others in physical activity settings. |
| 6. Personal and Social Character Traits | values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. |

Please note that, while all the Content Standards are addressed in these K-8 Physical Education Grade Level Content Expectations as a whole, not all standards will be addressed in each strand.

Understanding the Organizational Structure

The expectations in this document are divided into strands with multiple domains within each, as shown on the next page. The skills and content addressed in these expectations will, in practice, be woven together into a coherent Physical Education curriculum. Beyond the Physical Education curriculum, students will use the skills and processes to support learning in all content areas.

To allow for ease in referencing expectations, each expectation has been coded with a strand, domain, grade level, and expectation number. For example, M.MC.01.01 indicates:

- M** - Motor Skills and Movement Patterns Strand
- MC** - Movement Concepts Domain
- 01** - First Grade Expectation
- 01** - First Expectation in the Grade-Level Motor Skills Domain

Strand 1 Motor Skills and Movement Patterns (M)	Strand 2 Content Knowledge (K)	Strand 3 Fitness and Physical Activity (A)	Strand 4 Personal/Social Behaviors and Values (B)
Domains			
<ul style="list-style-type: none"> - Movement Concepts (MC) <ul style="list-style-type: none"> • Space Awareness • Effort • Relationships - Motor Skills (MS) <ul style="list-style-type: none"> • Non-Manipulative • Locomotor • Manipulative - Aquatics (AQ) - Outdoor Pursuits (OP) - Target Games (TG) - Invasion Games (IG) - Net/Wall Games (NG) - Striking/Fielding Games (SG) - Rhythmic Activities (RA) 	<ul style="list-style-type: none"> - Feedback (FB) - Movement Concepts (MC) <ul style="list-style-type: none"> • Space Awareness • Effort • Relationships - Motor Skills (MS) <ul style="list-style-type: none"> • Non-Manipulative • Locomotor • Manipulative - Aquatics (AQ) - Outdoor Pursuits (OP) - Target Games (TG) - Invasion Games (IG) - Net/Wall Games (NG) - Striking/Fielding Games (SG) - Rhythmic Activities (RA) - Health-Related Fitness (HR) - Physical Activity and Nutrition (AN) - Personal/Social Behaviors (PS) - Regular Participation (RP) - Social Benefits (SB) - Individual Differences (ID) - Feelings (FE) 	<ul style="list-style-type: none"> - Participation During Physical Education (PE) - Participation Outside of Physical Education (PA) - Health-Related Fitness (HR) - Physical Activity and Nutrition (AN) 	<ul style="list-style-type: none"> - Feedback (FB) - Personal/Social Behaviors (PS) - Regular Participation (RP) - Social Benefits (SB) - Individual Differences (ID) - Feelings (FE)
It is the expectation that students utilize internal and external feedback to improve performance across all of the domain strands.			

Movement Concepts

Space Awareness

Students will...

M.MC.00.01 demonstrate selected elements of space awareness movement concepts for location, such as self-space, personal space, and general space in isolated settings.

M.MC.00.02 demonstrate selected elements of space awareness movement concepts for directions, such as up/down, forward/backward, right/left, and clockwise/counterclockwise in isolated settings.

M.MC.00.03 demonstrate selected elements of space awareness movement concepts for levels, such as low, medium, and high in isolated settings.

M.MC.00.04 demonstrate selected elements of space awareness movement concepts for pathways, such as straight, curved, and zigzag in isolated settings.

M.MC.00.05 demonstrate selected elements of space awareness movement concepts for extensions, such as large/small and far/near in isolated settings.

Effort

Students will...

M.MC.00.06 demonstrate selected elements of effort movement concepts for time, such as fast/slow and sudden/sustained in isolated settings.

M.MC.00.07 demonstrate selected elements of effort movement concepts for force, such as strong and light in isolated settings.

M.MC.00.08 demonstrate selected elements of effort movement concepts for flow, such as bound and free in isolated settings.

Relationships

Students will...

M.MC.00.09 demonstrate selected elements of relationship movement concepts of body parts, such as round, narrow, wide, twisted, symmetrical, and nonsymmetrical in isolated settings.

M.MC.00.10 demonstrate selected elements of relationship movement concepts of objects and/or people, such as over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside in isolated settings.

M.MC.00.11 demonstrate selected elements of relationship movement concepts with people, such as leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups in isolated settings.

Motor Skills

Non-Manipulative

Students will...

M.MS.00.01 demonstrate selected elements of mature form of non-manipulative skills of balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing in isolated settings.

Locomotor

Students will...

M.MS.00.02 demonstrate selected elements of mature form of locomotor skills of walk, run, jump, slide, gallop, and hop in isolated settings.

Manipulative

Students will...

M.MS.00.03 demonstrate selected elements of manipulative skills of roll, two-hand catch, and underhand throw in isolated settings.

*Aquatics

Students will...

M.AQ.00.01 demonstrate selected elements of basic aquatic skills of front float and back float with flotation and instructor support in isolation.

M.AQ.00.02 demonstrate selected elements of safe water entry and exit with flotation and instructor support in isolation.

*The Michigan Department of Education acknowledges that some schools do not have the facilities or community resources to meet all of the aquatics grade level content expectations, however, all water safety grade level content expectations should be met within all physical education programs whether or not pool facilities are available.

Rhythmic Activities

Students will...

M.RA.00.01 demonstrate basic even and uneven rhythmic patterns.

CONTENT KNOWLEDGE

Feedback

Students will...

K.FB.00.01 use cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.

Movement Concepts

Space Awareness

Students will...

K.MC.00.01 identify selected space awareness movement concepts for location, such as self-space, personal space, and general space.

K.MC.00.02 identify selected space awareness movement concepts for directions, such as up/down, forward/backward, right/left, and clockwise/counterclockwise.

K.MC.00.03 identify selected space awareness movement concepts for levels, such as low, medium, and high.

K.MC.00.04 identify selected space awareness movement concepts for pathways, such as straight, curved, and zigzag.

K.MC.00.05 identify selected space awareness movement concepts for extensions, such as large/small and far/near.

Effort

Students will...

K.MC.00.06 identify selected effort movement concepts for time, such as fast/slow and sudden/sustained.

K.MC.00.07 identify selected effort movement concepts for force, such as strong and light.

K.MC.00.08 identify selected effort movement concepts for flow, such as bound and free.

Relationship

Students will...

K.MC.00.09 identify selected relationship movement concepts of body parts, such as round, narrow, wide, twisted, symmetrical, and nonsymmetrical.

K.MC.00.10 identify selected relationship movement concepts of objects and/or people, such as over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside.

K.MC.00.11 identify selected relationship movement concepts with people, such as leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups.

Motor Skills

Non-Manipulative

Students will...

K.MS.00.01 identify selected critical elements of the following non-manipulative skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing.

Locomotor

Students will...

K.MS.00.02 identify selected critical elements of the following locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge.

Manipulative

Students will...

K.MS.00.03 identify selected elements of the following manipulative skills: roll, two-handed catch, and underhand throw.

Rhythmic Activities

Students will...

K.RA.00.01 identify selected basic rhythmic patterns.

Participation Inside/Outside of Physical Education

Students will...

K.PA.00.01 recognize varying types of physical activities.

Health-Related Fitness

Students will...

K.HR.00.01 identify one of the five components of health-related fitness.

Physical Activity and Nutrition

Students will...

K.AN.00.01 identify that physical activity can lead to increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping).

K.AN.00.02 identify that supporting their own body weight develops muscular strength and endurance (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) in selected activities.

FITNESS AND PHYSICAL ACTIVITY

Participation During Physical Education

Students will...

A.PE.00.01 participate, at a moderate intensity level, in physical activities that focus on skill building rather than on formal game structure, including a variety of locomotor and developmentally appropriate manipulative skills.

PERSONAL/ SOCIAL BEHAVIORS AND VALUES	Participation Outside of Physical Education
	<p><i>Students will...</i></p> <p>A.PA.00.01 participate, at a moderate intensity level, in physical activities that focus on skill building rather than on formal game structure, including a variety of locomotor activities and developmentally appropriate manipulative skills on a daily basis.</p>
	Health-Related Fitness
	<p><i>Students will...</i></p> <p>A.HR.00.01 recognize one of the five components of health-related fitness.</p>
	Physical Activity and Nutrition
	<p><i>Students will...</i></p> <p>A.AN.00.01 identify that physical activity can lead to increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping).</p> <p>A.AN.00.02 briefly support their own body weight in selected activities (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts, etc.) to develop muscular strength and endurance.</p>
	Feedback
	<p><i>Students will...</i></p> <p>B.FB.00.01 use cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.</p>
	Personal/Social Behaviors
	<p><i>Students will...</i></p> <p>B.PS.00.01 exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion with teacher prompting.</p>

Acknowledgements

Academic Review

Debra S. Berkey, *Western Michigan University*

William Connor, *Northern Michigan University*

Doug Curry, *Wayne State University*

Maxine DeBruyn, *Hope College*

Roberta Faust, *Eastern Michigan University*

Nicki Flinn, *Owosso Public Schools*

Heidi Harris, *University of Michigan*

Thomas R. Johnson, *Albion College*

Joyce Krause, *Wayne State University*

Suzanna Rocco Dillon, *Wayne State University*

Bo Shen, *Wayne State University*

Ann-Catherine Sullivan, *Saginaw Valley State University*

Cheryl Teeters, *Northern Michigan University*

Amy Vertalka, *Owosso Public Schools*

Patricia Van Volkinburg, *University of Michigan*

Internal Review

Mary Ann Chartrand, *Michigan Department of Education*

Kyle Guerrant, *Michigan Department of Education*



Michigan State Board of Education

Kathleen N. Straus
President

Bloomfield Township

John C. Austin
Vice President
Ann Arbor

Carolyn L. Curtin
Secretary
Evart

Marianne Yared McGuire
Treasurer
Detroit

Nancy Danhof
NASBE Delegate
East Lansing

Elizabeth W. Bauer
Member
Birmingham

Reginald M. Turner
Member
Detroit

Cassandra E. Ulbrich
Member
Rochester Hills

Gov. Jennifer M. Granholm
Ex Officio

Michael P. Flanagan
Chairman
*Superintendent of
Public Instruction
Ex Officio*

Carol Wolenberg
Deputy Superintendent

Mary Ann Chartrand
*Director
Grants Coordination
and School Support*